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ABSTRACT

Three evaluation forms are contained in this publication by the Winston-Salem/Forsyth Metric Education Project to be used in conjunction with their materials. They are: (1) Field-Test Materials Evaluation Form; (2) Student Materials Evaluation Form; and (3) Composite Materials Evaluation Form. The questions in these forms are phrased so they can be used in evaluating a variety of instructional materials. (MP)

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MATERIALS EVALUATION FORMS

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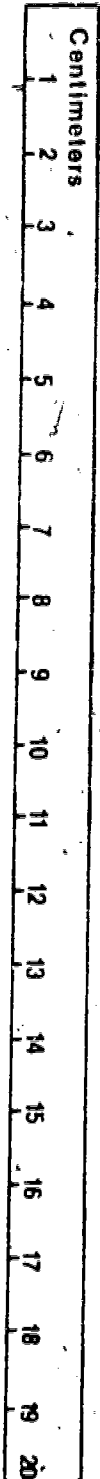
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For use in the Winston-Salem/Forsyth County School System

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FIELD-TEST MATERIALS EVALUATION FORM

Title _____ Type _____
 Author _____ Distributor _____

Fill in this form giving your opinion based on your classroom try-out of the material.

Recommended age level _____

Time needed to use properly: _____

Objective(s) appropriate to this material _____

Proposed grouping(s): Small Group _____ Large Group _____ Individual _____
 Other _____

Proposed use(s): Introduction _____ Reinforcement _____ Review _____
 Entertainment _____ Motivation _____ Other _____

YES NO

Physical Characteristics

- _____ a. Is the material an appropriate size? (Consider storage, the way it will be used, is the length overwhelming to a student, etc.)
- _____ b. Is it durable? (Consider sturdiness, soilability, etc.)
- _____ c. Can it be reused?
- _____ d. Is it easy to handle and move around?
- _____ e. Do the visual aspects of the material add to its effectiveness? (type size, quality of illustrations, etc.)

Treatment of Content

- _____ a. Is the style adapted to the age level of the students who will use it?
- _____ b. Is the vocabulary appropriate for the students with whom it will be used?
- _____ c. Is the material adaptable to individual differences? (Examples: Will the material appeal to girls and to boys? Are helps included for slow readers? Are there extra challenges for superior students?)
- _____ d. Is the content to be communicated presented in terms of problems and activities of the learners?
- _____ e. Is the content free of irrelevant material?

Student Use

- _____ a. Do the instructions allow independent use by students?
- _____ b. Are the instructions for the students clear, concise, and easily understood?
- _____ c. Are any specialized terms in the students' vocabularies?
- _____ d. Can the students handle the materials and/or equipment without direct supervision?

YES NO

Student Reaction

- ____ a. Did the students enjoy using it?
- ____ b. Did it consistently hold their interest level for the required period of time for efficient use of the material?
- ____ c. Did the responses to the material meet with your expectations?

Describe any further strengths of the material _____

Describe any further weaknesses of the material _____

Based on your experience with the material, check one of the following:

- ____ Necessary regardless of budget
- ____ Excellent - include even with a limited budget
- ____ Good to include, but carefully consider if budget is moderate
- ____ Re-evaluate carefully before purchasing
- ____ Don't purchase

Evaluator _____

Teaching Level _____

Date _____

STUDENT

MATERIALS EVALUATION FORM

Student Name _____ Sex _____

Title of Material _____

School _____ Grade _____

Name of Teacher who gave you the form _____

Date _____

1. What did you like most about this material? _____

2. What did you like least about this material? _____

3. What is your general feeling about this material? (Check one.)

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Useless

COMPOSITE MATERIALS EVALUATION FORM

Type _____ ID _____

Title _____ No. of Copies _____

Initial Cost (for materials and training) _____

Ongoing costs (for expendables, replacements, etc.) _____

Copyright Date _____ Purchase Date _____

Basis for material availability:
Purchase _____ Rent _____ Lease _____ Loan _____ Free _____

Author _____ Producer _____

Distributor _____

Recommended age level: Distributor _____ Teacher _____

Time Needed to use properly: Distributor _____ Teacher _____

Objective(s) proposed by:
Distributor _____

Teacher _____

Proposed Grouping(s):
Distributor: Small Group _____ Large Group _____ Individual _____ Combination _____

Teacher: Small Group _____ Large Group _____ Individual _____ Combination _____

Proposed Use(s):
Distributor: Introduction _____ Reinforcement _____ Review _____ Entertainment _____
Motivation _____ Other _____

Teacher: Introduction _____ Reinforcement _____ Review _____ Entertainment _____
Motivation _____ Other _____

YES NO
_____ Are published field test results valid and convincing?

Physical Characteristics

- _____ a. Is the material an appropriate size? (Consider storage, the way it will be used, is the length overwhelming to a student, etc.)
- _____ b. Is it durable? (Consider sturdiness, soilability, etc.)
- _____ c. Can it be reused?
- _____ d. Is it easy to handle and move around?
- _____ e. Do the visual aspects of the material add to its effectiveness? (type size, quality of illustrations, etc.)
- _____ f. Are replacement parts available?
- _____ g. Is special equipment necessary for use?
Is this equipment available?

YES NO

Teacher Aids

- ___ ___ a. Is the material accompanied by a list of specific behavioral objectives?
- ___ ___ b. Is a teacher's manual available?
If available; does it provide the teacher with adequate information to effectively use the item?
- ___ ___ c. Is inservice training of users required?
- ___ ___ d. Is inservice training of users suggested?
- ___ ___ e. Is a means of student evaluation included?
- ___ ___ f. Are follow-up activities provided?

Treatment of Content

- (___ ___) a. Is the style adapted to the age level of the students who will use it?
- (___ ___) b. Is the vocabulary appropriate for the students with whom it will be used?
- (___ ___) c. Is the material adaptable to individual differences? (Will the material appeal to girls and to boys? Are helps included for slow readers? Are there extra challenges for superior students?)
- (___ ___) d. Is the content to be communicated presented in terms of problems and activities of the learners?
- (___ ___) e. Is the content free of irrelevant material?

Management of Content

- ___ ___ a. Are the index and/or table of contents complete and easy to use?
- ___ ___ b. Are difficult and unusual words included in a glossary?

Mechanical Standards

- ___ ___ a. Is the type clear and plain?
- ___ ___ b. Is the type sufficiently large?

Student Use

- (___ ___) a. Do the instructions allow independent use by students?
- (___ ___) b. Are the instructions for the students clear, concise, and easily understood?
- (___ ___) c. Are any special terms in the students' vocabularies?
- (___ ___) d. Can the students handle the materials and/or equipment without direct supervision?

Student Reaction

- (___ ___) a. Did the students enjoy using it?
- (___ ___) b. Did it consistently hold their interest level for the required period of time for efficient use?
- (___ ___) c. Did the responses to the material meet with your expectations?

Based on teacher experience with the material, check one:

- ___ Necessary, regardless of budget
- ___ Excellent, include even with a limited budget
- ___ Good to include, but carefully consider if budget is moderate
- ___ Re-evaluate carefully before purchasing
- ___ Don't purchase

SPECIAL TYPES OF MATERIALS

YES NO

Textbook

- ☐ ☐ a. Does the text interpret curricular objectives of the subject as prescribed by the course of study?
☐ ☐ b. Are illustrations, maps, sketches, tables, and graphs used to supplement printed matter? (Select any ten pages in the text and tabulate the pages that have no illustrations, that have only one, and that have more than one.)
☐ ☐ c. Are suggested related activities practical?
☐ ☐ d. Do suggested related activities add information not given in the text?
☒ ☐ e. Do well-organized summaries and/or reviews appear at the end of chapters and units?
☐ ☐ f. Do bibliographies include up-to-date materials, both printed and audiovisual?
☐ ☐ g. Is there enough spacing between lines to make the text easy to read? (As a guide, 4 inches of vertical space should include no more lines than the following number for each level: under seven years, ten lines; seven to nine, twenty; nine to twelve, twenty-two; and above twelve, twenty-four lines.)
☐ ☐ h. Is the paper of good weight and durability?

Motion Pictures

- ☐ ☐ a. Are picture images sharp?
☐ ☐ b. Is the sound intelligible and realistic?
☒ ☐ c. Is there sufficient action?
☐ ☐ d. Is continuity natural and understandable?

Models, displays, games, kits, etc.

- ☐ ☐ a. Are labels easily readable?
☐ ☐ b. Does the material contain sufficient details?

Filmstrips, slides, etc.

- ☐ ☐ a. Does it use type size that is legible from the proposed viewing distance?
☐ ☐ b. Is photographic quality acceptable? (look at sharpness and composition.)
☐ ☐ c. Are items available in units or well-organized sets?
☐ ☐ d. Is the designated continuity of pictures appropriate for the teaching objective(s)?
☐ ☐ e. Are the captions and explanations readable and suitable for the teaching objective(s)?

Audio Programs

- ☐ ☐ a. Are the sound effects realistic?
☐ ☐ b. Is speech crisp and intelligible?
☐ ☐ c. Is continuity between parts or sections unmistakable?
☐ ☐ d. Is the program free of conflicts between background sound and speech or dialogue?

YES NO

Graphic Charts and overhead projector transparencies

- ☐ ☐ a. Are symbols understandable by the learners who are to observe them?
☐ ☐ b. Will it be relatively easy for the teacher to bridge the gap between graphic symbols and the real situation?
☐ ☐ c. Are labels readable at the desirable viewing distance?
☐ ☐ d. Is appropriate action implied?

Visualized programmed learning sequences and media packages

- ☐ ☐ a. Are the steps in the content small enough to minimize errors?
☐ ☐ b. Is the balance between verbal and graphic or pictorial symbols appropriate to the objective(s)?
☐ ☐ c. Are components of the program such as directions and motivation sections, response sheets, and hardware components, if required, well articulated and simple to use?

OPINIONS

Expert: _____

Student: _____

Teacher: _____

TYPE DEFINITIONS

1. Charts or Posters. Material which is presented visually in graphic form. A chart summarizes material into a concise representation. A poster may portray one idea or a group of ideas.
2. Classroom Resource. Material which contains information for the teacher. This type of material may simply provide background information and may or may not actually contain material for use with students.
3. Diagnostic Test and/or Inventory. Tests that accompany commercial programs, and are used as a pre and post test of student progress in a particular program.
4. Duplicated Materials. Material that comes in units which must be run on a duplicating machine of some kind before it is ready for student use.
5. Filmloops (8mm). Material that consists of single concept films in a continuous loop, sound or silent; color or black and white.
6. Filmstrips and/or Films. Material that consists of filmstrips or films, with or without audio portion; color or black and white.
7. Flannel Board. Material containing parts which have a backing that will adhere to a flannel board.
8. Games and Aids (Models). Instructional material in game format, or material used as an aid to teach a concept, or models that are to be put together.
9. Kits. Material which is assembled so that everything necessary for teaching is included in a total package. The exercises are on separate cards. The student does the exercise on one and goes on to another, or responds in some manner to material presented on separate cards.
10. Manipulatives. Any material that requires students to work with their hands (other than paper-pencil) to manipulate some kind(s) of objects in order to make either part or all of the response required.
11. Prepared Cards. Materials presented on cards which requires student response of some kind. E.G., flash cards.
12. Programmed Machine. Material which is used with a machine of some type. The machine can be manually operated.
13. Programmed Paper. Material which is programmed but in paper form and is used without a machine.
14. Reinforcement Book. Any book type material other than regular subject matter texts.
15. Records. Instructional material which has been prepared in disc form.
16. Record/Worksheet-Workbook. Instructional material prepared in a combination format of a record and worksheet or workbook.

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TYPE DEFINITIONS (continued)

17. Study Prints and Pictures. Material consisting of pictures and prints which may have questions to stimulate study or discussion on the reverse side of the print or the picture.
18. Tape. Material prepared for use on tape and requiring a reel or cassette player or recorder.
19. Tape/Worksheet-Workbook. Instructional material prepared in a combination format of a tape and worksheet or workbook.
20. Textbook. Any material that is academic in nature (imparts subject matter information) and is used for reading and/or discussion by the students.
21. Transparency. Material which consists of teaching transparencies prepared for the overhead projector.
22. Workbook-Worktext. Material which consists of the following:
 - Workbook - accompanies a basal text, not to be used independently from the rest of the program.
 - Worktext - may coordinate with a basal text but may also be independent material that requires the student to read material and then respond in worktext. It is more like a regular textbook, except that the student writes in it, and it is, therefore, consumable.
23. Worksheets (Prepared). Material which consists of single or multiple pre-printed sheets that are ready for use by the student.

PROJECT _____

BID COMPARISON FOR: _____

Form by Mr. Oscar Bell, R. J. Reynolds Tobacco Company